

*Mars* is still visible in Scorpio. A short description of him was given last month.

*Jupiter* appears for the first time this year in Capricornus. He is rather low down in the southern sky, and will be better suited for observation next month.

*Mercury*, *Saturn*, and *Uranus* are invisible during the evenings.

### CONSTELLATIONS.

*Draco*.—Part of this constellation is now overhead, and can be traced as it winds its way round the North Pole.

*Hercules* can always be traced by its position between the bright star Vega and the Corona Borealis, both of which are easily recognisable, but as it does not contain a star above the third magnitude, it has no particular interest to the naked eye.

*Lyra*, almost on the meridian, contains one of the most brilliant of the first magnitude stars in the northern hemisphere, being second only to Sirius in the opinion of many astronomers. It is pale sapphire in colour.

*Sagitta* can be distinguished by its three principal stars being in a straight line, two of which lie in the Milky Way.

*Sagittarius*, being on the meridian, is now in its most favourable position for observation, as it is near the horizon.

*Serpens* and *Ophiuchus* seem so intermingled that it is rather difficult to distinguish always between the two constellations. *Ophiuchus* is supposed to be standing up, holding the serpent in his outstretched hands, one near the tail, the other near the head, so that it extends across him from one side to the other.

A. LIPSCOMB.



### Books.

“En hoexkens ende boexkens.”

I give, as I promised, a list of some of the foreign papers which deal more or less with subjects interesting to the readers of this Review. The list is only a preliminary one.

- L'ami de la jeunesse (fortnightly).
- L'école et la famille (fortnightly).
- L'éducation—Journal des écoles primaires (weekly).
- L'instruction publique (weekly).
- Journal d'éducation populaire (every two months).
- Magasin d'éducation (fortnightly).
- Journal de l'enseignement primaire (weekly).
- Manuel général de l'instruction primaire (weekly).
- Progrès de l'enseignement primaire (monthly).
- Revue internationale de l'enseignement (monthly).
- Revue pédagogique (monthly).
- Haus und Schule.
- Cornelia—Deutsche Elternzeitung (monthly).
- Schulfreund—L'ami des écoles (fortnightly).
- Reform pädagogische (weekly).
- Rundschau pädagogische (monthly).
- Monica (weekly).
- Erziehung (fortnightly).
- Lehrerin (fortnightly).

All of these may be obtained in a week or ten days from the London foreign booksellers. Messrs. Nutt keep many of the papers in stock. I do not find any paper corresponding in aim with our Review except *Cornelia*, which in its last number has an excellent article on the “Art of Eating” (Nachdruck verboten, alas!), an important art, thinks the writer, “Wie der Mensch isst, so ist er.” The rules laid down are not quite superfluous even for well-bred children. Our own literature (“Education in Early England,” E. E. T. S.) tells us very forcibly how different from our own were the table-manners of the Middle Ages; but the writer of the article takes us back to Ecclesiasticus which, as common property, we may quote; for this excellent advice of Jesus, the son of Sirach, is not known to every one, “Eat as it becometh a man; and devour not, lest thou be hated. Leave off first for manners' sake.

A very little is sufficient for a man well-nurtured. Sound sleep cometh of moderate eating: he riseth early and his wits are with him."

Sonder Furcht und sonder Grauen  
Soll der Christ  
Wenn er isst  
Auf seinem Teller schauen.

An excellent article on "Early and Modern Table-manners" might be written for our Review, if any one would study "Education in Early England."

The same magazine has a paper on "over-pressure," the cry about evening lessons coming from Berlin, Leipzig, Munich, and Basle. There is only one way to mend it, says the writer, "unbedingter verbot der schriftlichen Hausarbeit." Another writer speaks in a character sketch of "the phlegmatic child," who often needs a rational diet and a doctor's care rather than a schoolmaster's scolding.

From *L'école et la famille* I take a suggestion which is not new indeed; but, in the hands of a capable teacher, a good deal might be done with it. "After a reading lesson, les livres sont fermés ensuite, et un enfant répète le sujet du morceau, sans être tenu à le reproduire textuellement. Cette manière de procéder donne les meilleurs résultats. Elle force les enfants à suivre attentivement le morceau pour en retenir les pensées et les expressions; elle les habitue à classer et à rendre clairement leurs idées, leur donne de l'assurance et les familiarise enfin avec la langue parlée." This little paper is full of elementary lessons with explanations. Amusing to us is the attempt to reform French spelling—parallel attempts with those of the Phonetic Society in England. But why should we not make use in England of reformed French spelling in order to teach French pronunciation? This "classical letter in the history of spelling reform" is given:—

"Mosieu,

"Il è d'un bon esprit de désiré la réforme de l'ortografe francèze aqtuèle de vouloir la randre qonforme, ôtan possible, à la prononsiasion; il è d'un bon grammèriin é même d'un bon sitoïin de s'ocupé de sète réforme; mez il è difisile d'i reusir. Voltaire, aprè soisant é diz an de travô et à pène parvenu à nou fère éqrire français qome paix è non pâ qome François é poix; on trouve enqore dè jan qi rèpunct à se chanjeman si rézonable é si simple; lè routine son tenase, le suqsè vous an sera plu glorieu si vous l'obtené; vou vou proposé de marché lantemant é aveq prèquôsion, dan sète qarière asé danjereuse; s'é le moïn d'ariver ô but; puisîè-vou l'atindre.

"ANDRIEUX, *Manbre de l'Académie Francèze.*"

*L'ami de la jeunesse* has a rather long note on the same subject, but the rest of the magazine is composed of stories; it is the same with the *Magazin d'éducation*. Some of the illustrations are good.

The *Revue internationale de l'enseignement*, which appears once in three months, is devoted to higher education. There is a most valuable list of essays published in the last few years by foreign universities. Among them we note "Judas dans l'Art Figuratif" (Jena, 1883, Porte), "Ecrivains

et Libraires à Rome" (Zurich, 1884, Haenny), "De l'Influence de l'Empire Universel des Anglais sur la Diffusion des Plantes de Culture importantes, surtout dans les Indes" (Marb., 1884, Brockmeier). But no university essays deal with education.

In a paper on "The Reform of Secondary Education" another attack is made on Greek and Latin, and the writer repeats the statement, which may any day be proved false in England, that there are very few indeed who can read at sight a page of Livy or Cicero, *even after they have left college*. This is untrue; but we quite admit that Latin and Greek might be taught in a far better way in our schools and colleges. The paper on "Public Instruction of Women in the Secondary Schools" is good reading. England is not mentioned, but France claims to have surpassed Germany, which is mainly utilitarian. And the result has been obtained in ten years. The paper is by M. Eugène Blum. In the English letter (Oxford and its professors), we have a long account of the University Extension work.

In the *Bulletin littéraire* Mlle. Dugaw has a paper on "Moral instruction in school, its difficulties and methods."

In all these magazines we notice that English is printed very badly. We hope our compositors do not murder French and German in a similar fashion.

NEMO.

A charming book for children (also for adults), and but *little* known, is "How Dante climbed the Mountain." In his preface the Bishop of Ripon says: "The great of the earth give high nutriment, but it cannot reach the simple folk unbroken: there is truth in their writings which the simplest may feed upon, but it needs some friendly hand to break and distribute it. To do this for children is to do them a double good: it gives them high thoughts which can never wholly leave them, and it puts into their hand the key which, in the future of riper knowledge, can unlock countless and priceless treasures."—Miss Selfe has undertaken the task of doing this with a portion of Dante's great poem, and in these pages opens to children the scenes of the "Purgatorio." The aim appears to me right and fit. One would not too early familiarise childhood with the weird and terrible scenes of the "Inferno," and the "Paradiso" would be beyond their powers; but the story of the purgatory is within their grasp, and is full of clear, bright teaching. Rightly used, it becomes a sort of "Pilgrim's Progress," full of deep truth and life lessons. In days of little books, any effort to make *great books part of the inheritance of childhood* should be welcomed and encouraged. There are eight illustrations, "after Gustave Doré," and Messrs. Macmillan publish it at about 2s. Might I suggest that an added charm is given to the book if it be read by the mother side by side with the account of Dante's life, which Mrs. Oliphant gives in her "Makers of Florence."

VERA.

